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TEACHING PRACTICES AND TECHNIQUES AND CURRICULAR  
RECOMMENDATIONS OF TEACHERS AFTER ATTENDING  
NDEA ENGLISH INSTITUTES

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Garland James Buxton  
August 1968

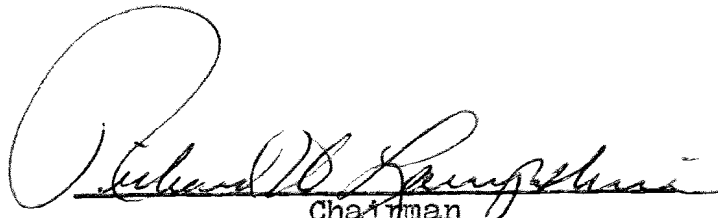
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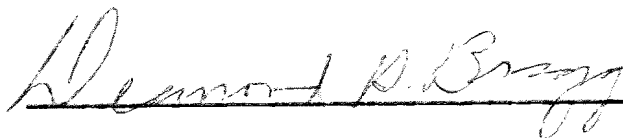
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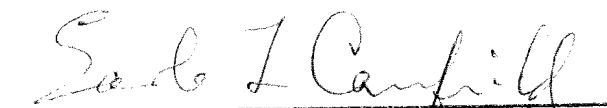
by

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## CHAPTER I

### INTRODUCTION

During the summer of 1965, the United States Office of Education under Title XI of the amended National Defense Education Act sponsored 105 English institutes.<sup>1</sup> Emphasizing programs for secondary teachers, these institutes provided instruction in new content and new approaches.<sup>2</sup>

This report was based upon a compilation of data from questionnaires (Appendix B) returned by ninety teachers who taught in Iowa prior to attending the summer institutes.

#### I. THE PROBLEM

Statement of the problem. One hundred and nine Iowa teachers were listed by the State of Iowa Department of Public Instruction as attending NDEA English institutes during the summer of 1965. The purpose of this report was to determine ensuing (1) changes and/or innovations in English teaching practices and techniques used by these teachers; and (2) English curricular recommendations made by them, to whom

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<sup>1</sup>Commission on English of the College Entrance Examination Board, Freedom and Discipline in English (Report of the Commission on English. New York: College Entrance Examination Board, 1965), p. 14; and Michael F. Shugrue, "National English Projects and Curriculum Change," The Bulletin of the National Association of Secondary-School Principals, LI (April, 1967), 97.

<sup>2</sup>Shugrue, Ibid.

recommendations were made, and to what extent recommendations were implemented.

Need for the study. According to the English Consultant at the State of Iowa Department of Public Instruction, a follow-up study to determine data about (1) changes and/or innovations in teaching practices and techniques used, and (2) English curricular recommendations made, had not been done with the 109 Iowa teachers who attended NDEA English institutes during the summer of 1965; and this data was wanted by the Department for appraisal purposes.

Also, perhaps this study would add its contributory whit to the expanding fund of knowledge.

Significance of the study. "Unquestionably, the NDEA institutes have been the single most influential mode of promoting curriculum change in the last five years."<sup>1</sup> Perhaps less optimistically than Shugrue, Allen contended:

Some measure of preparation is being provided a minority through the NDEA summer institutes and various workshops, but a longer period of study and in-service preparation is really needed if the teacher is to have the background necessary for dealing with the English language in a modern school.<sup>2</sup>

This report was based upon data pertaining to school years 1965-66 and 1966-67 compiled from questionnaires

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<sup>1</sup>Ibid., p. 98.

<sup>2</sup>Harold B. Allen, "The 'New English' Anew," The Bulletin of the National Association of Secondary-School Principals, LI (April, 1967), 23-24.

returned by ninety teachers who attended NDEA English institutes in 1965.

Limitations of the study. The study (1) was limited to data from questionnaires returned by ninety out of 109 teachers, and (2) covered only the two school years following the summer institutes: 1965-66 and 1966-67.

## II. REVIEW OF THE LITERATURE

The emphases of the NDEA English institutes included linguistics, composition, literature, and reading. Information in this review was selected from literature written about these four areas.

Linguistics. Squire expressed concern about the inadequacy of current language programs. Many programs are limited to prescriptive grammar and usage drills based on the students' speech and writing errors.<sup>1</sup> Some programs are hampered by system-wide adoption of single language textbooks seldom or never used by teachers in their classes.<sup>2</sup>

Sentence diagraming is considered unproductive. In fact, many authorities are reportedly skeptical not only of traditional Kellogg diagraming, but of newer transformational

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<sup>1</sup>James R. Squire, "National Study of High School English Programs: A School for All Seasons," English Journal, LV (March, 1966), 289.

<sup>2</sup>Ibid.; and William D. Boutwell, "What's Happening in Education?" The PTA Magazine, LX (January, 1966), 25.



branch-tree diagraming as well.<sup>1</sup>

Burge, after visiting schools in Iowa during 1965-66, concluded much grammar instruction was meaningless, repetitious, and prescriptive rather than descriptive; and most teachers used deductive teaching methods. She found language activities were rarely integrated, excluded experimentation, and emphasized traditional grammar.<sup>2</sup> Traditional grammar was reported by McCrimmon in 1964 as being taught by more than 90 per cent of all English teachers.<sup>3</sup>

However, Evans and Walker indicated the study of language is changing and becoming more inductive, descriptive, and personal. Language is being considered more as a useful tool to suit different occasions than as a system of inflexible rules.<sup>4</sup> Trends include units on lexicography, symbolic logic, history of the English language, American dialects,

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<sup>1</sup>State of Iowa Department of Public Instruction, The Teaching of English (Curriculum Newsletter, No. 6. Des Moines, Iowa: State of Iowa Department of Public Instruction, 1967), p. 2; and Georgia Burge, "Let's Face It," State of Iowa Department of Public Instruction Educational Bulletin, XXXV (February, 1966), 4.

<sup>2</sup>Burge, Ibid., pp. 4-5.

<sup>3</sup>James M. McCrimmon, "What Language Concepts Should We Teach to Future Teachers of English?" The Changing Role of English Education, Stanley B. Kegler, editor (Selected Addresses Delivered at the Second Conference on English Education, University of Illinois, April 2-4, 1964. Champaign, Illinois: National Council of Teachers of English, 1965), p. 38.

<sup>4</sup>William H. Evans and Jerry L. Walker, New Trends in the Teaching of English in Secondary Schools (Chicago: Rand McNally & Company, 1966), p. 62.

and semantics.<sup>1</sup> Linguistics is employed in the elementary grades to increase interest and motivation in reading, spelling, writing, and grammar.<sup>2</sup> Grammar concepts are being changed by the scientific study of English.<sup>3</sup> There is a trend to eliminate from the curriculum the formal study of grammar as a separate entity starting with the tenth grade.<sup>4</sup> The emphasis is on building sentences, not on taking them apart. Evans and Walker wrote:

The study of grammar today, then, focuses as much on variety and effectiveness of style as on correctness of expression and encourages students to seek the most effective construction for carrying the intended lexical content.

. . . The study of grammar seems destined to play a subordinate role to a more general study of language as a system of communication which has as one characteristic a pattern of regular syntactic relationships which the native speaker automatically follows.<sup>5</sup>

Since children already have an intuitive knowledge of

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<sup>1</sup>Squire, loc. cit.; State of Iowa Department of Public Instruction, loc. cit.; and Edwin R. Steinberg, "The New Curricula in English," Reflections on High School English, Gary Tate, editor (NDEA Institute Lectures, 1965. Tulsa, Oklahoma: The University of Tulsa, 1966), pp. 18-19.

<sup>2</sup>Ruth G. Strickland, "Linguistics for the Elementary School," The English Language in the School Program, Robert F. Hogan, editor. (Champaign, Illinois: National Council of Teachers of English, 1966), pp. 245-49.

<sup>3</sup>Jane Coggin, "A Potpourri of Theories," English Journal, LV (January, 1966), 90.

<sup>4</sup>Joseph A. Coccia, "A Blueprint for English," The Bulletin of the National Association of Secondary-School Principals, XLIX (December, 1965), 56; Squire, loc. cit.; and State of Iowa Department of Public Instruction, loc. cit.

<sup>5</sup>Evans and Walker, op. cit., p. 65.

sentence patterns when they come to school, activities manipulating English are deemed more effective than drills in grammar. Children with substandard dialects are being taught standard English as a second dialect, rather than having their modes of expression corrected by the teacher.<sup>1</sup>

In 1966, Burge wrote about the role of the English teacher:

Today's English teacher must encourage students to think for themselves by creating a classroom climate that stimulates inquiry and discovery; he must lead, not dictate; he must have the knowledge to make changes in his methods when his accustomed methods do not yield sought-for goals; he must place the responsibility of learning upon the students; and he must realize how influential he can be in helping young people develop into responsible users of language and critical interpreters of language. The role of the English teacher is varied and vital in the education of tomorrow's adults.<sup>2</sup>

Allen wrote succinct descriptions of the several grammars currently available to the schools:

Traditional school grammar, although it is unrealistic in its dependence upon the categories of Latin and Greek grammar and in its nondescriptive and prescriptive character, still has rich associations with the past. The teacher should be familiar with it as a whole if only to be able to relate it to one or more of the modern grammars.

The historical-comparative grammar of the nineteenth century, flowering in the twentieth century in eight volumes of Jespersen, is extraordinarily ample in its inventory of grammatical features and forms and uses; and an additional contribution is its great emphasis upon speech as the first manifestation of the language system.

Structural grammar, which dominated linguistic thinking

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<sup>1</sup>State of Iowa Department of Public Instruction, loc. cit.; and Burge, op. cit., p. 6.

<sup>2</sup>Burge, Ibid.

for the thirty years after Leonard Bloomfield's book, Language, appeared in 1933, provides the clear concept of the phoneme, the identification of the morpheme and its classes, the noncontroversial classification of parts of speech in terms of shape and position, the identification of the five structures which can interlock to form the most complex possible English sentence, and the theory of immediate constituents with its open door to clear analysis of a given sentence.

Tagmemic grammar, developed by Kenneth Pike at the University of Michigan, and its related development, the sectoral analysis grammar of Robert Allen of Teachers College, Columbia University, give insight into the relations between one structural layer and another. The stratificational grammar of Sydney Lamb of Yale University not only presents a theory of layer relationships but is also the first attempt to deal systematically with the extraordinarily complex area of word meaning.

In contrast with all these is the grammar now exciting greatest attention, that kind of generative grammar called transformational, first described in Noam Chomsky's Syntactic Structures in 1957. Unlike previous grammars with their concern with the study of actual sentences, transformational grammar offers a theory that, presented in a sequence of rigorously applied rules, accounts for all possible sentences in the language.<sup>1</sup>

Transformational grammar is replacing traditional and structural grammars in some language programs.<sup>2</sup> The Commission on English declared all existing grammatical approaches provide but partial techniques for solving language problems.<sup>3</sup> If a new grammar for the classroom does emerge, Evans and Walker were hopeful that grammar per se will never again be emphasized to the extent it has been, but rather that usage

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<sup>1</sup>Allen, op. cit., p. 21.

<sup>2</sup>State of Iowa Department of Public Instruction, loc. cit.

<sup>3</sup>Commission on English of the College Entrance Examination Board, op. cit., p. 35.

and semantics will be given more attention.<sup>1</sup>

Composition. In the past composition skills were itemized and taught in a learning sequence. In this process the recognition of parts was taught before the ability to use them. The work entailed in composition was an unpleasant chore for most students and teachers, and consequently the emphasis in many classrooms was on the teaching of literature.

The value of many standard assumptions and practices in writing is currently being questioned. Research has shown that written composition is little improved by the teaching of traditional, structural, or transformational grammars.<sup>2</sup>

An NCTE committee concluded:

In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: The teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing.<sup>3</sup>

However, "recent studies consistently show the study of transformational grammar to be effective in teaching sentence structure and variety."<sup>4</sup>

Whether intense or moderate, teacher evaluations and

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<sup>1</sup>Evans and Walker, op. cit., pp. 64, 71.

<sup>2</sup>Ibid., pp. 51-52.

<sup>3</sup>Richard Braddock, Richard Lloyd-Jones, and Lowell Schoer, Research in Written Composition (Champaign, Illinois: National Council of Teachers of English, 1965), p. 37.

<sup>4</sup>Evans and Walker, op. cit., p. 52.

annotations on compositions were found to do little to teach writing.<sup>1</sup> Post-writing activities by either the teacher or the student were of little value in improving writing.<sup>2</sup> Frequency of writing in itself did little toward improvement of composition.<sup>3</sup> Guidance and new methods are needed to teach composition.<sup>4</sup>

Now as much attention is beginning to be given to composition as has been given to linguistics.<sup>5</sup> The common practice is some type of composition each week.<sup>6</sup> As to whether composition should be exposition, creative or imaginative writing, or literature-related, Squire contended what is important is to have a varied program.<sup>7</sup> Salmon wrote in

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<sup>1</sup>Ibid.; and Lois V. Arnold, "Writer's Cramp and Eye-strain--Are They Paying Off?" English Journal, LIII (January, 1964), 14.

<sup>2</sup>Evans and Walker, Ibid.

<sup>3</sup>Ibid.; and Frank Heys, Jr., "The Theme-a-Week Assumption: A Report of an Experiment," English Journal, LI (May, 1962), 320-22.

<sup>4</sup>Evans and Walker, Ibid., pp. 52-53; and Gordon Wilson and Robert J. Lacampagne, "Developments in Composition," The Bulletin of the National Association of Secondary-School Principals, LI (April, 1967), 61.

<sup>5</sup>Gary Tate, Preface to Reflections on High School English, Gary Tate, editor (NDEA Institute Lectures, 1965. Tulsa, Oklahoma: The University of Tulsa, 1966), p. vii.

<sup>6</sup>State of Iowa Department of Public Instruction, op. cit., pp. 3-4; and James R. Squire, "Evaluating High School English Programs," The North Central Association Quarterly, XL (Winter, 1966), 250.

<sup>7</sup>Squire, "National Study of High School English Programs: A School for All Seasons," op. cit., p. 288.

favor of structured writing assignments based on literature. He stated the library research paper, if done, should be literary criticism.<sup>1</sup> Jewett and Bish wrote instructional time is used advantageously when composition assignments stress significant ideas in language and literature.<sup>2</sup>

In many current curriculums composition now evolves sequentially in complexity.<sup>3</sup> The new rhetoric emphasizes effective communication, de-emphasizes grammar per se, and stresses semantics and usage. One of its tenets demands whatever is composed, whether written or oral, must make sense, must be valid, and must have conclusions based on the evidence presented. Recent studies show that this practice in thinking a problem through results in writing improvement. Students reportedly have more control over their writing if, in their writing practice, they keep the same topic for several assignments, but select for each assignment a different mode of expression.

The definition of a sentence as a group of words which expresses a complete thought has been replaced by "a concept

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<sup>1</sup>Webb Salmon, "Selecting Topics for Composition from the Study of Literature," Reflections on High School English, Gary Tate, editor (NDEA Institute Lectures, 1965. Tulsa, Oklahoma: The University of Tulsa, 1966), pp. 125-36.

<sup>2</sup>Arno Jewett and Charles E. Bish, "Highlights of the Project," Improving English Composition, Arno Jewett and Charles E. Bish, editors (NEA-Dean Langmuir Project on Improving English Composition. Washington, D.C.: National Education Association, 1965), p. 9.

<sup>3</sup>State of Iowa Department of Public Instruction, op. cit., p. 4.

of the sentence as a group of words which represent a progressive generation of an idea toward completion."<sup>1</sup> Wilson and Lacampagne contended that structural and generative linguistics can improve the writing of sentences and paragraphs. The new rhetoric emphasizes motivation and the precomposition process whereby the teacher guides the student to decisions about content, structure, style, and levels of usage.<sup>2</sup> Evidence has shown this preparation for writing results in fewer errors.<sup>3</sup> Burge contended students, even though they make errors, learn best by composing their thoughts.<sup>4</sup> Both words and mode of expression are chosen during this prewriting preparation, and consideration is given to audience, purpose, and effect.<sup>5</sup> The audience may include, in addition to the teacher evaluating the composition, both school and nonschool publications.

Features basic to a good composition program include individual conferences and approaches, and careful evaluations of compositions with provisions for revisions.<sup>6</sup> Evaluations of compositions now tend to de-emphasize mechanical errors and emphasize process. Sometimes in evaluating compositions, teachers concentrate only on one or two kinds of errors,

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<sup>1</sup>Evans and Walker, op. cit., pp. 54-56.

<sup>2</sup>Wilson and Lacampagne, op. cit., pp. 61-64.

<sup>3</sup>Evans and Walker, op. cit., p. 56.

<sup>4</sup>Burge, loc. cit.

<sup>5</sup>Evans and Walker, loc. cit.

<sup>6</sup>Wilson and Lacampagne, op. cit., 62, 65.



since excessive marking of errors may cause negative student attitudes.<sup>1</sup> The most helpful comments are concerned with ideas, not mechanical errors.<sup>2</sup> The notion that close correction of composition in itself improves writing is apparently an assumption.<sup>3</sup> For composition revision, textbooks, handbooks, and programmed materials for developmental and remedial exercises are used.<sup>4</sup>

In-class time should be given to some writing and reading assignments.<sup>5</sup> Evans and Walker wrote:

Providing the time for the prewriting activities demanded by the new rhetoric is a problem in many schools, but promising curricular trends are appearing. An increasing number of schools are making provisions for writing workshops and laboratories during the school day, sometimes as an elective course. Other schools have eliminated study halls, thus lengthening class periods and giving teachers additional time to help students with in-class writing and reading assignments. Even without this extra time, however, many teachers accomplish the same things through conferences, preliminary drafts, and buzz sessions with the students. In many classes, much more time is spent preparing for writing than in correcting what is written. As a matter of fact, available evidence suggests that a student will make fewer errors if he prepares for writing.

In-school conferences are now used for evaluation of student writing. Schedules now include large-group, small-group, and individual instruction. The flexibility of team

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<sup>1</sup>Evans and Walker, op. cit., p. 57.

<sup>2</sup>Squire, "Evaluating High School English Programs," op. cit., p. 251.

<sup>3</sup>Wilson and Lacampagne, op. cit., p. 66.

<sup>4</sup>Evans and Walker, op. cit., p. 59.

<sup>5</sup>Coccia, op. cit., p. 58.

teaching provides more time that may be used for individual conferences.<sup>1</sup> Double periods also provide opportunities for students to receive help.<sup>2</sup> Secretarial help for teachers is another innovation. Peer correction of themes by the students themselves may be done.<sup>3</sup> Their book reports no longer follow the format of the past, but are now compositions that may compare or analyze themes, literary forms, language, style, or a situation.<sup>4</sup> Cumulative folders of compositions emphasizing process more than the finished product are being kept by teachers as a way of gauging writing growth. Cumulative grids with a format indicating strengths and weaknesses of student compositions are being kept.<sup>5</sup>

Writing conditions in the classroom may be improved by the use of classroom libraries, reference books, overhead projectors, adequately-sized tables, and facilities for publication of student compositions.<sup>6</sup> Lay readers may be utilized to help with the paper load, although many teachers would prefer a lighter teaching load in order to have time to evaluate papers themselves. The NCTE has advocated for

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<sup>1</sup>Evans and Walker, op. cit., pp. 56-57.

<sup>2</sup>Wilson and Lacampagne, loc. cit.

<sup>3</sup>Evans and Walker, op. cit., pp. 57-58.

<sup>4</sup>State of Iowa Department of Public Instruction, op. cit., p. 3.

<sup>5</sup>Evans and Walker, op. cit., pp. 58-59.

<sup>6</sup>Wilson and Lacampagne, loc. cit.

more than a decade English teachers be assigned no more than four classes a day, with no more than twenty-five students per class.<sup>1</sup>

To reiterate: more should be done to teach writing, not merely to provide it.<sup>2</sup>

A sound writing program is built not only on much writing but on wide and critical reading, carefully planned discussion, and sequential instruction in rhetorical matters, such as the organization and development of ideas and the ways of achieving greater clarity and effectiveness of expression.<sup>3</sup>

Literature. Literature is now taught to gain insight into literature per se rather than insight into life and its difficulties.<sup>4</sup> A literature program may be organized around units, usually two to four weeks in length, dealing with ideas, themes, chronology, individual authors, or individual texts.<sup>5</sup> A few complete literary texts will be studied in depth in preference to the survey of literature characteristic of a single comprehensive anthology.<sup>6</sup>

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<sup>1</sup>Ibid., pp. 65-66; and Evans and Walker, op. cit., p. 57.

<sup>2</sup>Squire, "National Study of High School English Programs: A School for All Seasons," loc. cit.; and Squire, "Evaluating High School English Programs," op. cit., p. 250.

<sup>3</sup>Squire, "Evaluating High School English Programs," Ibid.

<sup>4</sup>Steinberg, op. cit., p. 21; and Evans and Walker, op. cit., p. 37.

<sup>5</sup>Evans and Walker, Ibid., pp. 44-45; and Squire, op. cit., pp. 249-50.

<sup>6</sup>Squire, Ibid., p. 250; Evans and Walker, Ibid., p.

In-depth analysis of literature is important, but even superseding this is the necessity of making the student an eager pleasure reader.<sup>1</sup> Literature assignments should be gauged for the students' interests and appeals rather than the teacher's.<sup>2</sup> A good library open for student browsing, paperback books, supplementary novels, and in-school group reading can be stimulants to reading literature.

In the reading of literature, analysis, symbol, imagery, and metaphor are stressed.<sup>3</sup> The trend is to consider each literary selection as being complete and unique in itself and to first teach it intensively before generalizing about such things as recognition of elements common to different genre.<sup>4</sup>

Literature is usually taught inductively with the entire book being read, sometimes with the aid of study guides, before it is analyzed intensively. However, with slower students it may be impractical to delay the discussion of the analysis, and the teacher may do some summarizing and

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46; Burge, loc. cit.; State of Iowa Department of Public Instruction, loc. cit.; Steinberg, loc. cit.; James R. Squire, "Foundations For a New English Program," Wisconsin Council of Teachers of English, Special Bulletin No. 8 (October, 1963), 5; and Frank E. Ross, "Innovation and Renovation in English Teaching," The Bulletin of the National Association of Secondary-School Principals, LI (April, 1967), 110.

<sup>1</sup>Ross, Ibid.

<sup>2</sup>Coccia, op. cit., p. 56.

<sup>3</sup>Squire, "Evaluating High School English Programs," loc. cit.

<sup>4</sup>Evans and Walker, op. cit., p. 37.

may use records, films, and film strips before analyzing the selection. After the piece of literature has been read, its structure and merit are considered.<sup>1</sup> "Structure is an important phase of literary study. Students need to become aware of an author's organization, theme, attitude, and style. They must see how the parts relate to the whole."<sup>2</sup> The Commission on English as well as most English teachers currently hold the structure of a literary selection is its external form. Other viewpoints include the concept of literary structure as recurrent theme, as matrix, or as literary experience.

The trend to study genre is beginning to replace thematic units and is increasing in popularity not only in high school and junior high, but in the elementary grades as well. The trend, even in junior high, toward interest in literature for its own sake is supported by the notion in Bruner's spiral curriculum that a concept can be taught on various levels.<sup>3</sup> The spiral curriculum was proposed by Bruner for the organization of instruction treating varying emphases recurrently each year on higher levels of sophistication.<sup>4</sup>

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<sup>1</sup>Ibid., pp. 38, 48.

<sup>2</sup>Burge, loc. cit.

<sup>3</sup>Evans and Walker, op. cit., pp. 39-45.

<sup>4</sup>Jerome Bruner, The Process of Education (Cambridge, Massachusetts: Harvard University Press, 1961), p. 53; Robert A. Bennett, "The English Curriculum: Out of the Past, Into the Future," The Bulletin of the National Association of Secondary-School Principals, LI (April, 1967), 9; National Council of Teachers of English Commission on the English Curriculum, "The Study of Language," Ends and Issues: 1965-1966, Alexander Frazier, editor (Points of Decision in the Development of the

More units giving intensive attention to a single piece of literature are currently being taught and often utilize paperbacks.<sup>1</sup> Coccia wrote the entire piece of literature should be read by the students before it is discussed. All students should not necessarily have the same piece of literature. The teacher should provide several literary selections with the same general theme and permit students to study comparatively two or more. Minimum requirements should be set up with opportunities for the students to exceed them as far as they desire.<sup>2</sup>

Squire contended there is too much superficial lecturing about literature and not enough close analysis.<sup>3</sup> Burge reported this was true in Iowa schools.<sup>4</sup> Squire recommended more attention be given to methods and approaches to close reading of individual texts. He also recommended more individual reading programs using classroom libraries.<sup>5</sup> It was

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English Curriculum. Champaign, Illinois: National Council of Teachers of English, 1966), pp. 7-8; Dorothy Petitt, "Organic Form: The Primary Concept to Be Taught in Literature," The Changing Role of English Education, Stanley B. Kegler, editor (Selected Addresses Delivered at the Second Conference on English Education, University of Illinois, April 2-4, 1964. Champaign, Illinois: National Council of Teachers of English, 1965), pp. 29-32; Squire, "National Study of High School English Programs: A School for All Seasons," op. cit., p. 283; and Steinberg, op. cit., pp. 14, 20-21.

<sup>1</sup>Evans and Walker, op. cit., p. 45.

<sup>2</sup>Coccia, op. cit., pp. 56-57.

<sup>3</sup>Squire, op. cit., pp. 287-88.

<sup>4</sup>Burge, op. cit., p. 5.

<sup>5</sup>Squire, loc. cit.

recommended these classroom libraries consist of a minimum of five hundred appropriate titles, many of which could be paperback books.<sup>1</sup> Another recommendation was scheduling of one or two hours per week for classroom reading.<sup>2</sup> One study showed this measure resulted in a sharp increase in the number of books read.<sup>3</sup>

Literature has now become a part of rhetoric. The current trend in rhetoric is the use of quality pieces of literature, often narrative or expository, as models for writing assignments with emphasis more on craftsmanship than on duplication of style.<sup>4</sup> Other literary trends include more modern literature, more non-fiction, and the movement of literary works downward through the grades.<sup>5</sup> According to Jones, there are available for American literature classes new literatures in English by Australians, South Africans, Canadians, Filipinos, New Zealanders, Indians, and Caribbeans.<sup>6</sup> Elementary grades are reading more good literature, and the

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<sup>1</sup>Ibid., p. 288; Ross, loc. cit.; and Boutwell, loc. cit.

<sup>2</sup>Squire, Ibid.; and Squire, "Evaluating High School English Programs," loc. cit.

<sup>3</sup>Squire, "Evaluating High School English Programs," Ibid.

<sup>4</sup>Evans and Walker, op. cit., pp. 59-60.

<sup>5</sup>Ibid., pp. 48-49.

<sup>6</sup>Joseph Jones, "How Shall We Teach English as World Literature?" Reflections on High School English, Gary Tate, editor (NDEA Institute Lectures, 1965. Tulsa, Oklahoma: The University of Tulsa, 1966), pp. 203-07.

principles of structure are at least touched upon.<sup>1</sup> In the past, the level of difficulty of a book was based on its theme and the difficulty of its language. Now the trend is to judge the level of difficulty on the complexity of its structure.

"The English curriculum is still literature-dominated."<sup>2</sup> Squire suggested "the overwhelming emphasis in literature may be exactly what we need, provided the moments of genuine learning are moments of sufficient intensity and depth."<sup>3</sup>

Reading. Sometimes the independent reading program is an integrated part of the basic program; other times it is an adjunct. In most schools reading is dealt with in the regular classroom in the context of the literature course.<sup>4</sup> The typical practice is for students to do out-of-school reading based on a prescribed list and then to report on this reading in class.

A new trend emphasizes more reading during school time. In the Rutgers Plan two days a week are devoted to individual reading. Students select from thousands of titles, keep a record of what they read, and discuss their reading during

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<sup>1</sup>State of Iowa Department of Public Instruction, loc. cit.

<sup>2</sup>Evans and Walker, op. cit., pp. 47-49.

<sup>3</sup>Squire, "National Study of High School English Programs: A School for All Seasons," op. cit., p. 287.

<sup>4</sup>Evans and Walker, op. cit., pp. 46, 68.



individual conferences with the teacher. The University of Iowa Laboratory School devotes sixteen weeks to individual reading. Students choose what they wish to read, knowing they will be graded on amount read, quality of selections read, and their understanding of these selections.<sup>1</sup>

According to the State Department of Public Instruction, reading is enhanced for students if they may read books with which they can identify.<sup>2</sup> Boutwell wrote students are reading on the average of two or three books a week.<sup>3</sup> The teacher's task is to encourage rather than coerce them to read broadly.<sup>4</sup> Excellent reading-study skills instruction in secondary grades, wrote Early, includes "attention given to individuals, the diversity of materials for skills instruction, the preponderance of expository prose in skills exercises, and collections of paperbacks and periodicals for wide reading."<sup>5</sup>

Some states require English teachers to take a course in teaching reading in order to qualify for certification.<sup>6</sup>

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<sup>1</sup>Ibid., p. 46.

<sup>2</sup>State of Iowa Department of Public Instruction, loc. cit.

<sup>3</sup>Boutwell, loc. cit.

<sup>4</sup>State of Iowa Department of Public Instruction, loc. cit.

<sup>5</sup>Margaret J. Early, "Reading: In and Out of the English Curriculum," The Bulletin of the National Association of Secondary-School Principals, LI (April, 1967), 58.

<sup>6</sup>Evans and Walker, op. cit., p. 67.

According to Early, most English teachers lack preparation in teaching reading, and when they are assigned to reading classes, they teach literature or stress extensive reading and ignore reading study skills.<sup>1</sup> Some schools, especially at the junior high level, have instituted reading-improvement classes and reading laboratories.<sup>2</sup>

Squire wrote critically of special reading teachers and special reading programs, and reported such programs were often unrelated to English programs. He contended low-ability students need help with fundamental processes and high-ability students need guidance in critical reading skills.<sup>3</sup> Evans and Walker reported that new materials for teaching reading skills deal more with characteristics of language than with characteristics of the reading act. They contended these materials should be gauged both to improve skills and to use skills.<sup>4</sup>

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<sup>1</sup>Early, loc. cit.

<sup>2</sup>Evans and Walker, op. cit., pp. 67-68.

<sup>3</sup>Squire, "Evaluating High School English Programs," op. cit., p. 251.

<sup>4</sup>Evans and Walker, op. cit., p. 68.

## CHAPTER II

### THE QUESTIONNAIRE AND ITS RESULTS

#### I. PROCEDURES

Construction of the questionnaire. One hundred and nine Iowa teachers were listed by the State of Iowa Department of Public Instruction as attending NDEA English institutes during the summer of 1965. A questionnaire was needed to determine ensuing (1) changes and/or innovations in English teaching practices and techniques used by these teachers; and (2) English curricular recommendations made by them, to whom recommendations were made, and to what extent recommendations were implemented.

Suggestions about preparing the questionnaire were obtained from the English Consultant and other personnel at the State of Iowa Department of Public Instruction, and from individuals who either attended or taught at NDEA English institutes. Brochures about programs at NDEA English institutes were perused, and literature from many sources was reviewed. Then the questionnaire was tentatively prepared.

The format of the questionnaire was on one side of an 8½" X 14" sheet of paper and included closed- and open-form types of questions. The closed-form questions were used to obtain data that could be given by short or check responses: name and location of school, name and position of person

reporting, grades taught in 1966-67, and emphases of NDEA summer institute attended.

The open-form questions were used to get greater depth of response than perhaps would have been obtained by questions of a more objective nature. The first open-form question queried recipients about how they changed and/or innovated English teaching practices and techniques since the summer of 1965 in areas corresponding to the emphases of the institutes: linguistics; composition; literature; reading; and a catchall, "other." The second, third, and concluding open-form questions asked recipients if they had made any English curricular recommendations since the summer of 1965, and if so, to whom these recommendations had been made, and to what extent these recommendations had been implemented.

Validation of the questionnaire. Questionnaires were given to three Des Moines teachers who attended 1965 institutes. Their responses indicated the questionnaire was valid for determining data wanted about (1) changes and/or innovations in English teaching practices and techniques, and (2) English curricular recommendations.

Then the number of questionnaires needed for the study were printed by the offset process.

Administration of the questionnaire. Questionnaires (Appendix B) were mailed to 109 teachers who attended NDEA English institutes. A cover letter (Appendix A) with a brief

explanation about the questionnaire was enclosed, along with a self-addressed, stamped envelope.

Eight days after the initial mailing, a follow-up letter (Appendix C), a second questionnaire, and a second self-addressed, stamped envelope, were sent to each teacher whose questionnaire had not been returned requesting him to return it at his earliest convenience.

After each of the two mailings, but especially the first, a flurry of questionnaires was received. The return tapered off and stopped about five weeks after the first mailing.

Ninety teachers (83 per cent) out of the original 109 returned questionnaires.

## II. THE QUESTIONNAIRE RESULTS

The sequence of the narrative and tabular data in this section follows the format of the questionnaire.

Table I shows about 93 per cent of the 90 respondents taught at the secondary level during the 1966-67 school year. This large percentage at the secondary level was not unproportionate since, according to the literature, NDEA English institutes emphasized programs for secondary teachers.

Table II, for which data were obtained by checking returned questionnaires against the list provided by the State Department of Public Instruction, shows 55 (61 per cent) of the 90 respondents attended NDEA English institutes in their

TABLE I

GRADE LEVELS TAUGHT IN 1966-67 BY TEACHERS WHO ATTENDED  
NDEA ENGLISH INSTITUTES DURING SUMMER OF 1965

Grade levels		Teachers	
		No.	Per cent
Secondary	High school (10-12)	55	61.1
	Junior high (7-9)	18	20
	Combination (7-12)	11	12.2
Elementary	Departmental (5-8)	1	1
	K-6	1	1
Not indicated		4	4.4
Total		90	99.7

home state: 31 went to the University of Iowa, and 24 went to Iowa State University. The remaining 35 respondents attended institutes located in the following 16 states: Arizona (1 respondent attended), Colorado (1), Illinois (7), Indiana (2), Kansas (1), Kentucky (1), Massachusetts (1), Michigan (2), Minnesota (4), Nebraska (4), New York (1), North Dakota (3), Ohio (1), Oklahoma (1), Texas (1), Wisconsin (2), not indicated (2).

All except 3 (97 per cent) of the 90 respondents indicated on their questionnaires the emphases of the programs at the institutes they attended. Table III shows composition was indicated as an emphasis most often (81 times), linguistics was indicated almost as often (77 times), and literature was indicated 52 times. Reading was indicated once: this was in line with findings in the literature that most English teachers lack preparation in teaching reading. Workshops, seminars, and practicums were indicated 22 times.

Table IV shows 83 per cent of the 90 respondents indicated they changed and/or innovated teaching practices and techniques in composition; 74 per cent, in linguistics; 54 per cent, in literature; 22 per cent, in reading; and 20 per cent, in "other."

Data in Table IV correlate rather closely with data in Table III (i.e., frequency of emphases of NDEA English institutes) with one exception: whereas in Table IV 20 respondents reported changes and/or innovations in teaching practices and

TABLE II  
IOWA TEACHERS WHO ATTENDED NDEA ENGLISH INSTITUTES

Institute	No.
1. University of Iowa, Iowa City, Iowa	31
2. Iowa State University, Ames, Iowa	24
3. Dickinson State College, Dickinson, North Dakota	3
4. Western Illinois University, Macomb, Illinois	3
5. Central Michigan University, Mt. Pleasant, Michigan	2
6. Dominican College, Racine, Wisconsin	2
7. Hastings College, Hastings, Nebraska	2
8. Illinois State University, Normal, Illinois	2
9. St. Mary's College, Winona, Minnesota	2
10. University of Nebraska, Lincoln, Nebraska	2
11. Austin College, Sherman, Texas	1
12. Ball State University, Muncie, Indiana	1
13. College of St. Thomas, St. Paul, Minnesota	1
14. Colorado State University, Ft. Collins, Colorado	1
15. Indiana University, Bloomington, Indiana	1
16. Kansas State College, Pittsburg, Kansas	1
17. Loyola University, Chicago, Illinois	1
18. Ohio State University, Columbus, Ohio	1
19. Simmons College, Boston, Massachusetts	1
20. Southeastern State College, Durant, Oklahoma	1
21. State University College, Oneonta, New York	1
22. University of Arizona, Tucson, Arizona	1
23. University of Illinois, Urbana, Illinois	1
24. University of Kentucky, Lexington, Kentucky	1
25. University of Minnesota, Minneapolis, Minnesota	1
Not indicated	2
Total	90



TABLE III  
NDEA ENGLISH INSTITUTES

Emphases	Frequency
Linguistics	77
Composition	81
Literature	52
Reading	1
Workshops, practicums, seminars	22
Total	233

TABLE IV  
TEACHING PRACTICES AND TECHNIQUES

Changes and/or innovations	Teachers	
	No.	Per cent
In linguistics	67	74
In composition	75	83
In literature	49	54
In reading	20	22
In "other"	18	20

techniques in reading, in Table III reading was reported only once as an institute emphasis.

Table IV will be referred to again as other tables are discussed.

Table V shows the number of changes and/or innovations in teaching practices and techniques in linguistics, composition, literature, reading, and other, were most numerous at the twelfth-grade level and progressively decreased, with a few minor exceptions, from twelfth grade to kindergarten, with a marked decrease from sixth grade to kindergarten. This pattern was not disproportionate since, according to Table I, about 93 per cent of the ninety respondents taught at the secondary level.

Data in Table V correlate rather loosely with data in Table III (i.e., frequency of emphases of NDEA English institutes) with one exception: whereas in Table V changes and/or innovations in teaching practices and techniques in reading were reported 33 times, in Table III reading was reported only once as an institute emphasis.

Table V will be referred to again as other tables are discussed.

Sixty-seven individuals (74 per cent) indicated they made changes and/or innovations in teaching practices and techniques in linguistics (Table IV).

The number of changes and/or innovations in teaching practices and techniques in linguistics (1) were most numerous

TABLE V  
CHANGES AND/OR INNOVATIONS IN TEACHING  
PRACTICES AND TECHNIQUES

Grade levels	Ling.	Comp.	Lit.	Read.	Other	Total
Twelfth grade	32	49	23	12	12	128
Eleventh grade	19	28	22	5	6	80
Tenth grade	21	20	15	6	3	65
Ninth grade	18	15	13	2	7	55
Eighth grade	8	7	7	1	4	27
Seventh grade	7	5	6	2	4	24
Sixth grade	1	2	2		1	6
Fifth grade	1	2	2		1	6
Fourth grade	1	1	1		2	5
Third grade	2	1	1	1	1	6
Second grade	2	1	1	1	1	6
First grade	2	1	1	1	1	6
Kindergarten	1	1	1		1	4
Not indicated	1	1	1	2	1	6
Total	116	134	96	33	45	424

NOTE: Abbreviations used in Table V: Ling., Linguistics; Comp., Composition; Lit., Literature; Read., Reading.

at the twelfth-grade level, (2) progressively decreased, with a few minor exceptions, from the twelfth grade to kindergarten, and (3) totaled 116 (Table V).

Table VI shows the taxonomy of changes and/or innovations in teaching practices and techniques in linguistics as reported by respondents. Linguistics per se, without further particulars, was the answer given most frequently (26 times) by respondents. Some individuals were more specific: history of the language was mentioned 9 times; sentence patterns, 9 times; transformational grammar, 8 times; dialects, 5 times; structural grammar, traditional grammar, and phonology, 3 times each. Semantics and syntax were mentioned 2 times each; while etymology, morphology, and phonetics were mentioned once each. Altogether, 73 changes and/or innovations in teaching practices and techniques in linguistics were reported. This was two less than the 75 reported in Table VII for composition.

More individuals (75) indicated they made changes and/or innovations in teaching practices and techniques in composition than in any other area (Table IV).

The number of changes and/or innovations in teaching practices and techniques in composition (1) were most numerous at the twelfth-grade level, (2) progressively decreased from the twelfth grade to kindergarten, and (3) totaled more (134) than any other area (Table V).

Table VII shows the taxonomy of changes and/or

TABLE VI  
CHANGES AND/OR INNOVATIONS IN TEACHING  
PRACTICES AND TECHNIQUES  
IN LINGUISTICS

Taxonomy	Frequency
Linguistics per se	26
History of the language	9
Sentence patterns	9
Transformational grammar	8
Dialects	5
Structural grammar	3
Traditional grammar	3
Phonology	3
Semantics	2
Syntax	2
Etymology	1
Morphology	1
Phonetics	1
Total	73

innovations in teaching practices and techniques in composition as reported by respondents. Composition per se, without further particulars, was the answer given most frequently (17 times) by respondents. Some individuals were more specific: structuring of composition assignments was mentioned 9 times; revising evaluation criteria, expository writing, and increasing amount of writing, were mentioned 6 times each; composition in advanced standing classes, 5 times; composition related to literature, composition influenced by rhetoric, and precomposition motivation, 4 times each; argumentative writing and in-class theme writing, 3 times each; creative writing, de-emphasis on research papers, and literary criticism, 2 times each; consideration of purpose and audience, and poetry explications, once each.

Forty-nine individuals (54 per cent) indicated they made changes and/or innovations in teaching practices and techniques in literature (Table IV).

The number of changes and/or innovations in teaching practices and techniques in literature (1) were most numerous at the twelfth- and eleventh-grade levels, (2) progressively decreased from the twelfth grade to kindergarten, and (3) totaled 96 (Table V).

Table VIII shows the taxonomy of changes and/or innovations in teaching practices and techniques in literature as reported by respondents. The answer given most frequently (14 times) was enrichment by materials and/or technology. The

TABLE VII  
CHANGES AND/OR INNOVATIONS IN TEACHING PRACTICES  
AND TECHNIQUES IN COMPOSITION

Taxonomy	Frequency
Composition per se	17
Structured composition assignments	9
Evaluation criteria revised	6
Expository writing	6
Increase in amount of writing	6
Composition in advanced standing classes	5
Composition related to literature	4
Composition influenced by rhetoric	4
Precomposition motivation	4
Argumentative writing	3
In-class theme writing	3
Creative writing	2
De-emphasis on research papers	2
Literary criticism	2
Consideration of purpose and audience	1
Poetry explications	1
Total	75

second most frequent answer, paperback books, was given 5 times. Analysis and/or criticism of literature was mentioned 4 times; in-depth study of literature, 3 times; de-emphasis on survey of literature, elective literature courses, literature related to composition, literature units, individualized reading, and thematic approach, 2 times each; classroom libraries, genre, Nebraska Project English materials, newspaper as a unit, revision of reading list, and sequential curriculum, once each.

Twenty individuals (22 per cent) indicated they made changes and/or innovations in teaching practices and techniques in reading (Table IV).

The number of changes and/or innovations in teaching practices and techniques in reading (1) were most numerous at the twelfth-grade level, (2) decreased from 12 in the twelfth grade to none in kindergarten, and (3) totaled 33 (Table V).

Table IX shows the taxonomy of changes and/or innovations in teaching practices and techniques in reading as reported by respondents. Only two answers were given more than once: reading lists, 3 times; and new reading skills materials, twice. Other responses were given once each: in-depth reading emphasis, independent reading, note taking, timed readings and interpretation, controlled reader, book reports, reading as language arts core subject, student reading outline, one book read per week, several weeks of free reading, developmental reading course counted as English



TABLE VIII  
CHANGES AND/OR INNOVATIONS IN TEACHING PRACTICES  
AND TECHNIQUES IN LITERATURE

Taxonomy	Frequency
Enrichment by materials and/or technology	14
Paperback books	5
Analysis and/or criticism of literature	4
In-depth study of literature	3
De-emphasis on survey of literature	2
Elective literature courses	2
Literature related to composition	2
Literature units	2
Individualized reading	2
Thematic approach	2
Classroom libraries	1
Genre	1
Nebraska Project English materials	1
Newspaper as a unit	1
Revision of reading list	1
Sequential curriculum	1
Total	44

TABLE IX  
CHANGES AND/OR INNOVATIONS IN TEACHING PRACTICES  
AND TECHNIQUES IN READING

Taxonomy	Frequency
Reading lists	3
New reading skills materials	2
In-depth reading emphasis	1
Independent reading	1
Note taking	1
Timed readings and interpretation	1
Controlled reader	1
Book reports	1
Reading as language arts core subject	1
Student reading outline	1
One book read per week	1
Several weeks of free reading	1
Developmental reading course counted as English credit	1
Individualized reading	1
Junior high reading at senior high level	1
Linguistic approach to reading in experi- mental controlled classes in grades 1-3	1
Total	19

credit, individualized reading, junior high reading at senior high level, and linguistic approach to reading in experimental controlled classes in grades 1-3.

Eighteen individuals (20 per cent) indicated they made changes and/or innovations in teaching practices and techniques in "other" (Table IV).

The number of changes and/or innovations in teaching practices and techniques in "other" (1) were most numerous at the twelfth-grade level, (2) decreased from 12 in the twelfth grade to 1 in kindergarten, and (3) totaled 45 (Table V).

Table X shows the taxonomy of changes and/or innovations in teaching practices and techniques in "other" as reported by respondents. Only two answers were given more than once: history of the English language and sentence patterns, twice each. Other responses were given once each: experimental individualized reading unit extending from April to end of year; evaluation criteria for composition revised; unit lessons constructed and exchanged; thinking and logic; personal conferences with advanced standing students about compositions; peer criticism of compositions shown on screen; speech; workshop; de-emphasis on traditional grammar; spiral curriculum units; reading coordinator, K-12; oral English introduced in ninth grade; de-emphasis on communication skills drill; extension of ability grouping to include juniors and seniors; semantics units; etymology units; dialects units; phonetics units; and unit plans to coordinate grammar,

TABLE X  
 "OTHER" CHANGES AND/OR INNOVATIONS IN TEACHING  
 PRACTICES AND TECHNIQUES IN ENGLISH

Taxonomy	Frequency
History of the English language	2
Sentence patterns	2
Experimental individualized reading unit	
extending from April to end of year	1
Evaluation criteria for composition revised	1
Unit lessons constructed and exchanged	1
Thinking and logic	1
Personal conferences with advanced standing	
students about compositions	1
Peer criticism of compositions shown on screen	1
Speech	1
Workshop	1
De-emphasis on traditional grammar	1
Spiral curriculum units	1
Reading coordinator, K-12	1
Oral English introduced in ninth grade	1
De-emphasis on communication skills drill	1
Extension of ability grouping to include	
juniors and seniors	1
Semantics units	1
Etymology units	1
Dialects units	1
Phonetics units	1
Unit plans to coordinate grammar, literature,	
and composition	1
Total	23

literature, and composition.

Table XI shows 73 respondents (81 per cent) reported (1) they had made English curricular recommendations, (2) to whom they had made curricular recommendations, and (3) to what extent the recommendations had been implemented. The 73 teachers made recommendations most often to the administration (47 times); less often to the faculty (19 times), other personnel (15 times), and the department chairman (12 times); and only 4 times to the board.

After analyzing the returned questionnaires, the writer found that the curricular recommendations could be tabulated into five tables according to the following differing extents of implementation: (1) implemented, (2) implementation in process, (3) implementation in future, (4) not implemented, and (5) extent of implementation not indicated.

Since these five differing extents of implementation are reported not only in Table XI, but also comprise the titles of the following five tables, data in Table XI pertinent to these five tables will be mentioned as each table is discussed.

Thirty individuals (33 per cent) reported English curricular recommendations were implemented. These recommendations were made most often to the administration (18 times); to the faculty and to other personnel, 7 times each; to the department chairman, 5 times; and to the board, once (Table XI).

TABLE XI  
TEACHERS WHO REPORTED TO WHOM THEY MADE ENGLISH  
CURRICULAR RECOMMENDATIONS AND THE EXTENT  
OF THEIR IMPLEMENTATION

Teachers reporting		Curricular recommendations	To whom teachers made recommendations				
No.	Per cent	Extent	Bd.	Adm.	Dept. chm.	Fac-ulty	Other pers.
30	33	Implemented . . .	1	18	5	7	7
11	12	Implementation in process . .		8	2	5	
14	16	Implementation in future . . .	1	9	2	1	6
11	12	Not implemented .	1	6	2	4	2
7	8	Implementation not indicated .	1	6	1	2	
Total	73 81		4	47	12	19	15

NOTE: Abbreviations used in Table XI: Bd., Board; Adm., Administration; Dept. chm., Department chairman; pers., personnel.

Table XII shows the taxonomy of curricular recommendations reported by respondents as implemented. The recommendation made most frequently (11 times) was new textbooks. The second most frequent recommendation, enrichment by materials and/or technology, was made 4 times. Advanced standing program, structured composition assignments, composition techniques stressed, evaluation criteria for composition revised, and course of study, were made twice each. Other recommendations were made once each: additional literature courses; one semester of speech for sophomores; traditional spelling series not used; reading list revision; short-story units for small, low-ability groups; classroom libraries; new speech units; summer linguistics workshop for slow learner; Nebraska Project English materials; linguistics unit for seniors; transformational grammar for advanced and advanced standing sophomore classes; literature taught by inductive approach; analysis of literature by new criticism approach; one novel and one play studied in depth; experimental individualized reading unit; drama and poetry course for juniors or seniors; paperbacks; year of English offered to seniors as opposed to a semester of speech and English; strand curriculum has been used for a year; American literature for sophomores; regrouping through team concept; and multi-text program.

Eleven individuals (12 per cent) reported English curricular recommendations were in the process of implementation. These recommendations were made most often to the

TABLE XII  
CURRICULAR RECOMMENDATIONS IMPLEMENTED

Taxonomy	Frequency
New textbooks	11
Enrichment by materials and/or technology	4
Advanced standing program	2
Structured composition assignments	2
Composition techniques stressed	2
Evaluation criteria for composition revised	2
Course of study	2
Additional literature courses	1
One semester of speech for sophomores	1
Traditional spelling series not used	1
Reading list revision	1
Short-story units for small, low-ability groups	1
Classroom libraries	1
New speech units	1
Summer linguistics workshop for slow learner	1
Nebraska Project English materials	1
Linguistics unit for seniors	1
Transformational grammar for advanced and	
advanced standing sophomore classes	1
Literature taught by inductive approach	1
Analysis of literature by new criticism approach	1
One novel and one play studied in depth	1
Experimental individualized reading unit	1
Drama and poetry course for juniors or seniors	1
Paperbacks	1
Year of English offered to seniors as opposed	
to a semester of speech and English	1
Strand curriculum has been used for a year	1
American literature for sophomores	1
Regrouping through team concept	1
Multi-text program	1
Total	47



administration (8 times); to the faculty, 5 times; and to the department chairman, twice (Table XI).

Table XIII shows the taxonomy of curricular recommendations reported by respondents as in the process of implementation. The only recommendation made more than once was curriculum revision (4 times). The following recommendations were made once each: grades 1-12 curriculum revision employing consultant, emphasis on composition and reading with de-emphasis on grammar rules, composition improvements and vertical coordination, committees for English curriculum guide, reading coordinator employed, sophomore composition program revamped, reading program revisions, some structural linguistics, and grades 7-12 spiral curriculum units.

Fourteen individuals (16 per cent) reported English curricular recommendations were for future implementation. These recommendations were made most often to the administration (9 times); to other personnel, 6 times; to the department chairman, twice; and to the faculty and the board, once each (Table XI).

Table XIV shows the taxonomy of curricular recommendations reported by respondents as being for future implementation. The recommendation made most frequently (4 times) was linguistics. Four recommendations were made twice each: curriculum revision, new textbooks, organized writing program, and strand curriculum. Other recommendations were made once each: composition correlated with literature, rote Latin

TABLE XIII  
CURRICULAR RECOMMENDATIONS IN THE PROCESS  
OF IMPLEMENTATION

Taxonomy	Frequency
Curriculum revision	4
Grades 1-12 curriculum revision employing consultant	1
Emphasis on composition and reading with de-emphasis on grammar rules	1
Composition improvements and vertical coordination	1
Committees for English curriculum guide	1
Reading coordinator employed	1
Sophomore composition program revamped	1
Reading program revisions	1
Some structural linguistics	1
Grades 7-12 spiral curriculum units	1
Total	13

TABLE XIV  
CURRICULAR RECOMMENDATIONS FOR FUTURE IMPLEMENTATION

Taxonomy	Frequency
Linguistics	4
Curriculum revision	2
New textbooks	2
Organized writing program	2
Strand curriculum	2
Composition correlated with literature	1
Rote Latin grammar de-emphasized	1
Classification of small group on each grade level as "advanced literature and composition students"	1
Advanced standing program	1
Enrichment of American and world literature	1
Programmed instruction in composition for college-bound seniors	1
Humanities in high school	1
Team teaching	1
English electives for juniors and seniors	1
Abandon seventh-grade language arts-social studies block	1
Total	22

grammar de-emphasized, classification of small group on each grade level as "advanced literature and composition students," advanced standing program, enrichment of American and world literature, programmed instruction in composition for college-bound seniors, humanities in high school, team teaching, English electives for juniors and seniors, and abandon seventh-grade language arts-social studies block.

Eleven individuals (12 per cent) reported English curricular recommendations were not implemented. These recommendations were made most often to the administration (6 times); to the faculty, 4 times; to the department chairman and to other personnel, twice each; and to the board, once (Table XI).

Table XV shows the taxonomy of curricular recommendations reported by respondents as not implemented. Two recommendations were made more than once: curriculum revision, 3 times; and composition emphasis, twice. The following recommendations were made once each: structural grammar; composition and literature integrated; more select tracking of advanced classes; English department offerings divided into specific areas: Great Books, linguistics, American literature, English literature, criticism, and drama; more electives for seniors such as journalism and creative writing; English classics eliminated from required reading; ability grouping to include juniors; and a sequential, expository writing program for ninth grade.

TABLE XV  
CURRICULAR RECOMMENDATIONS NOT IMPLEMENTED

Taxonomy	Frequency
Curriculum revision	3
Composition emphasis	2
Structural grammar	1
Composition and literature integrated	1
More select tracking of advanced classes	1
English department offerings divided into specific areas: Great Books, linguistics, American literature, English literature, criticism, and drama	1
More electives for seniors such as journalism and creative writing	1
English classics eliminated from required reading	1
Ability grouping to include juniors	1
A sequential, expository writing program for ninth grade	1
Total	13

Seven individuals (8 per cent) reported English curricular recommendations with no indications as to extent of implementation. These recommendations were made most often to the administration (6 times); to the faculty, twice; and to the board and the department chairman, once each (Table XI).

Table XVI shows the taxonomy of curricular recommendations having no indications about extent of implementation. The only recommendation made more than once was linguistics (4 times). The following recommendations were made once each: sequential composition program, literature studied from different points of analysis, English handbook, more English courses each with particular emphasis, new textbooks, and part-time summer employment to unify program for grades 6-12.

TABLE XVI

CURRICULAR RECOMMENDATIONS WITH NO INDICATIONS  
ABOUT EXTENT OF IMPLEMENTATION

Taxonomy	Frequency
Linguistics	4
Sequential composition program	1
Literature studied from different points of analysis	1
English handbook	1
More English courses each with particular emphasis	1
New textbooks	1
Part-time summer employment to unify program for grades 6-12	1
Total	10

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

One hundred and nine Iowa teachers were listed by the State of Iowa Department of Public Instruction as attending NDEA English institutes during the summer of 1965. A questionnaire was used to determine ensuing (1) changes and/or innovations in English teaching practices and techniques used by these teachers; and (2) English curricular recommendations made by them, to whom recommendations were made, and to what extent recommendations were implemented. Ninety teachers (83 per cent) returned questionnaires.

About 93 per cent of the 90 respondents taught at the secondary level during the 1966-67 school year.

Sixty-one per cent attended NDEA institutes in Iowa, while the rest attended institutes in 16 other states.

The emphases of the institutes attended were reported by 97 per cent of the respondents; composition was indicated 81 times; linguistics, 77 times; literature, 52; and reading, only once. Workshops, practicums, and seminars were indicated 22 times.

Eighty-three per cent of the 90 respondents indicated they changed and/or innovated teaching practices and techniques in composition; 74 per cent of the respondents, in

linguistics; 54 per cent, in literature; 22 per cent, in reading; and 20 per cent, in "other."

The number of changes and/or innovations in teaching practices and techniques in linguistics, composition, literature, reading, and "other," were most numerous at the twelfth-grade level and progressively decreased, with a few minor exceptions, from twelfth grade to kindergarten, with a marked decrease from sixth grade to kindergarten.

Selected examples of reported changes and/or innovations in English teaching practices and techniques include history of the English language, sentence patterns, transformational grammar, dialects, structured composition assignments, revision of composition evaluation criteria, increase in amount of writing, influence of rhetoric on composition, precomposition motivation, enrichment by materials and/or technology, paperback books, analysis and/or criticism of literature, and new reading skills materials.

Eighty-one per cent of the respondents reported (1) they had made English curricular recommendations, (2) to whom they had made recommendations, and (3) to what extent the recommendations had been implemented.

The recommendations were made most often to the administration (47 times); less often to the faculty (19 times), other personnel (15 times), and the department chairman (12 times); and only 4 times to the board.

Thirty-three per cent of the 90 respondents reported



curricular recommendations were implemented, 12 per cent of the respondents reported recommendations were in the process of implementation, 16 per cent reported recommendations were for future implementation, 12 per cent reported recommendations were not implemented, and 8 per cent reported recommendations with no indications as to extent of implementation.

Selected examples of reported English curricular recommendations with differing extents of implementation include new textbooks, enrichment by materials and/or technology, structured composition assignments, curriculum revision employing a consultant, some structural linguistics, employment of a reading coordinator, an organized writing program, inclusion of juniors in ability grouping, and a sequential composition program.

## II. CONCLUSIONS

Since respondents reported (1) 234 changes and/or innovations in English teaching practices and techniques were made at different K-12 grade levels 424 times, and (2) 105 English curricular recommendations of differing extents of implementation were made, the conclusion is drawn that instruction in new content and new approaches provided by NDEA English institutes had a carry-over to schools where many of the respondents taught.

Reported changes and/or innovations in English teaching practices and techniques (1) often correlated with findings in

the literature, but (2) were not as inclusive as they might have been.

Over half (44) of the 82 taxonomic changes and/or innovations in English teaching practices and techniques were reported once each, 14 were reported twice each, and 24 were reported from 3 to 26 times each. Consequently, the taxonomies lack collective depth since so many of these changes and/or innovations in English teaching practices and techniques were reported either once or infrequently.

Less than half (47) of the 105 English curricular recommendations reported by 73 teachers were implemented within two years after the 1965 NDEA English institutes. This situation warrants further investigation.

As to whether the extent of implementation of English curricular recommendations was influenced by teachers making recommendations either to the administration, or to the board, or to the faculty, or to other concerned parties, data are inconclusive.

### III. RECOMMENDATIONS

It is suggested Iowa teachers (1) attend successive NDEA English institutes, (2) disseminate information about new content and new approaches when they return to their schools, (3) promote in-service training for those not attending institutes, and (4) apprise faculty, administration, board, and other personnel about changes and/or innovations and

curricular recommendations.

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## APPENDIXES



## APPENDIX A

## COVER LETTER

Des Moines, Iowa  
April 28, 1967

Dear Colleague:

The enclosed questionnaire is being sent to all Iowa teachers who attended an NDEA English institute during the summer of 1965. Your answers to these questions may possibly be "None" or "No." In any case, please feel free to be candid: your school's and your anonymity will be respected.

Since I have been a secondary English teacher for more than a decade, this study is of interest to me for reasons other than completion of an MS degree requirement, although that is an important reason too.

Your returning the questionnaire at your earliest convenience will be greatly appreciated. Thank you for your time and courtesy in helping with this project.

Cordially yours,

G. J. Buxton

## APPENDIX B

## QUESTIONNAIRE

Name of school \_\_\_\_\_ Please check nature of  
Location of school \_\_\_\_\_ emphases of your NDEA  
Name of person \_\_\_\_\_ summer institute, 1965:  
reporting \_\_\_\_\_  
Position \_\_\_\_\_ Linguistics \_\_\_\_\_  
Composition \_\_\_\_\_  
Literature \_\_\_\_\_  
Reading \_\_\_\_\_  
Grades taught '66-'67 \_\_\_\_\_ Other \_\_\_\_ (please explain)

Note: If spaces below are insufficient for your comments, feel free to write on back of sheet.

1. How have you changed and/or innovated English teaching practices and techniques in the following areas since attending the first NDEA English institute?

A. Linguistics      No\_\_ Yes\_\_, if so what grades? \_\_\_\_\_

B. Composition      No\_\_ Yes\_\_, if so what grades? \_\_\_\_\_

C. Literature      No\_\_ Yes\_\_, if so what grades? \_\_\_\_\_

D. Reading      No\_\_ Yes\_\_, if so what grades? \_\_\_\_\_

E. Other      No\_\_ Yes\_\_, if so what grades? \_\_\_\_\_

2. Have you made any English curricular recommendations since the summer of 1965? No\_\_ Yes\_\_, if so will you give a brief statement as to the nature of these recommendations?

3. To whom did you make these recommendations?

4. To what extent have these recommendations been implemented?

Do you wish a summary of the results of the completed study? Yes\_\_ No\_\_<sup>1</sup>

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<sup>1</sup>The original questionnaire was printed on one side of an 8 $\frac{1}{2}$ " X 14" sheet of paper.

## APPENDIX C

## FOLLOW-UP LETTER

Des Moines, Iowa  
May 6, 1967

Dear Colleague:

On April 28, 1967, all Iowa teachers listed by the Department of Public Instruction as attending an NDEA English institute during the summer of 1965 were sent copies of the enclosed questionnaire. The response has been gratifying.

If your questionnaire has not been mailed, would you complete and return it at your earliest convenience? You need not identify yourself or your school.

Thank you for your cooperation and courtesy in helping with this project.

Cordially yours,

G. J. Buxton

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